



Scotts Branch High

9253 Alex Harvin Hwy
Summerton, SC 29148

Grades	9-12 High School	
Enrollment	331 Students	
Principal	Bernard McDaniel	803-478-7818
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	Mr. John D. Bonaparte	803-505-2222

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Excellent*
2007	Below Average	Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Average	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	3	5	8

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	50.6	62.4	67.8	57.1	60.4	60.7
Passed 1 subtest (%)	18.2	30.7	20.7	17.0	21.6	16.3
Passed no subtests (%)	31.2	6.9	11.5	36.7	22.3	23.8

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	92.9%	78.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	75	82
Number of Diplomas	61	54
Rate	81.3%	54.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	60.6	55.9
English 1	44.8	37.5
Physical Science	34.9	26.4
All Tests	45.7	42.6

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=331)				
Retention rate	4.8%	Down from 8.0%	12.4%	6.1%
Attendance rate	99.9%	No Change	94.2%	95.0%
Eligible for gifted and talented	0.0%	Down from 13.9%	1.7%	8.3%
With disabilities other than speech	0.0%	Down from 13.1%	15.7%	13.0%
Older than usual for grade	19.3%	Up from 8.9%	16.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 1.4%	1.8%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	1.2%	11.4%
Successful on AP/IB exams	N/A	N/A	N/A	54.3%
Eligible for LIFE Scholarship	20.5%	Up from 13.0%	21.7%	30.5%
Annual dropout rate	1.7%	Down from 1.9%	2.4%	3.5%
Career/technology students in co-curricular organizations	0.0%	Down from 14.6%	2.9%	3.1%
Enrollment in career/technology courses	262	Up from 107	262	559
Students participating in work-based experiences	0.0%	Down from 48.1%	4.1%	10.6%
Career/technology students attaining technical skills	93.7%	Up from 79.4%	77.2%	79.6%
Career/technology completers placed	N/A	N/A	98.2%	98.5%
Teachers (n=25)				
Teachers with advanced degrees	52.0%	Up from 44.0%	56.7%	57.4%
Continuing contract teachers	48.0%	Down from 64.0%	57.1%	69.6%
Teachers with emergency or provisional certificates	14.3%	Up from 9.1%	19.1%	8.7%
Teachers returning from previous year	62.6%	Up from 59.3%	78.6%	85.0%
Teacher attendance rate	95.7%	No Change	94.9%	95.4%
Average teacher salary	\$41,896	Up 6.9%	\$43,632	\$46,061
Professional development days/teacher	5.8 days	Down from 19.9 days	11.9 days	11.4 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 22.4 to 1	17.5 to 1	25.4 to 1
Prime instructional time	92.5%	Down from 92.6%	86.4%	89.1%
Dollars spent per pupil*	\$9,247	Up 3.2%	\$9,701	\$7,279
Percent of expenditures for teacher salaries*	51.8%	Up from 47.4%	51.7%	55.3%
Percent of expenditures for instruction*	57.4%	Up from 53.6%	61.4%	60.8%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	66.5%	Down from 82.7%	93.9%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	56	92.9%	210	45.7%	75	81.3%	No
Gender							
Male	30	86.7%	118	42.4%	44	75.0%	N/A
Female	26	100.0%	92	50.0%	31	90.3%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	54	92.6%	203	46.3%	72	83.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	20	35.0%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	46	93.5%	187	47.1%	61	83.6%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The year 2007-2008 began with a change in leadership at the principal's position on September 11, 2007. A change in philosophy in terms of the leadership of the school represented a change and presented a challenge for our students, staff, parents, and all stakeholders. As we reflect upon this school year, the positive aspects certainly outweighed the challenges that we experienced. Overall, the transition was relatively smooth as the aforementioned individuals worked diligently to maintain the focus on providing an environment at Scott's Branch High School that is conducive to high quality instruction and thus high levels of student achievement.

Our staff has been very receptive to the initiatives, programs, and overall philosophy that we have endeavored to implement this year. They have worked tirelessly and embraced the staff development efforts that were implemented to support effective instructional strategies in the classroom. Some of the initiatives include but are not limited to the following:

- 1.) My Access Writing, a computer generated writing program which English teachers used to enhance our students writing skills. The unique feature of this program was that it provided immediate scoring/feedback to our students and staff.
- 2.) Algebra project, this program, which is funded in collaboration with the National Science Foundation, provided our students with opportunities to apply Algebraic expressions to real life situations that were concrete and hands-on in nature. We believe that this approach has decreased the fear that some students have relative to Algebra and thus manifest itself into improved mathematics scores on state and national assessments.
- 3.) Laptop Initiative, this program was a collaboration between Clemson University, Clarendon County School District One, and the State Department of Education, which provided laptops for all ninth grade students. We are extremely hopeful that this program will continue to diminish the digital divide that exists in terms of the availability of technology in the rural schools of South Carolina.

The implementation of three innovative courses has strengthened our curriculum in terms of technology. The three courses are: Oral Logistics, Animation, and Copper/Fiber. Our students have exhibited a great deal of interest and enthusiasm in participating in these hands-on, highly technological courses.

We believe that the programmatic changes that occurred this year and the continued emphasis placed on strategies to address state standards will result in improved student achievement and performance on state and national examinations. Our students have competed in a variety of state competitions and have received exemplary recognition for visual arts, robotics, bridge building, stock-market, and JROTC drill competition. Finally, we are extremely proud of the class of 2008, who qualified for scholarships in excess of 1.8 million dollars.

Bernard McDaniel, Sr., Principal
David Lawson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	83	52
Percent satisfied with learning environment	58.3%	83.1%	65.4%
Percent satisfied with social and physical environment	80.0%	78.0%	50.0%
Percent satisfied with school-home relations	37.5%	87.8%	48.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.1%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	88	98.9	15.3	52.9	25.9	5.9	50.6	50.6	69.7	Yes	Yes
Male	47	97.9	19.6	58.7	15.2	6.5	41.3	41.3	64.6	N/A	N/A
Female	41	100	10.3	46.2	38.5	5.1	61.5	61.5	74.8	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	81.7	I/S	I/S
African American	87	98.9	15.3	52.9	25.9	5.9	50.6	50.6	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	12	100	58.3	33.3	8.3	0	25	25	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsized meals	77	98.7	17.3	52	26.7	4	50.7	50.7	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	88	98.9	29.4	48.2	18.8	3.5	38.8	38.8	67.2	No	Yes
Male	47	97.9	41.3	39.1	15.2	4.3	34.8	34.8	66.3	N/A	N/A
Female	41	100	15.4	59	23.1	2.6	43.6	43.6	68	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	79.6	I/S	I/S
African American	87	98.9	29.4	48.2	18.8	3.5	38.8	38.8	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	88.9	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	12	100	66.7	25	8.3	0	25	25	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	54.9	I/S	I/S
Subsized meals	77	98.7	29.3	48	18.7	4	38.7	38.7	53.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	94	91.5	80.9	5.3	3.2	2.1	I/S	N/A	N/A	N/A	N/A
Male	53	92.5	84.9	3.8	N/A	3.8	I/S	N/A	N/A	N/A	N/A
Female	41	90.2	75.6	7.3	7.3	N/A	I/S	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	91	92.3	81.3	5.5	3.3	2.2	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	11	90.9	90.9	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	86	91.9	81.4	4.7	3.5	2.3	I/S	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------

English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	102	99.0	9.3	40.2	42.3	8.2	62.9	62.9	70.7
	2008	88	98.9	15.3	52.9	25.9	5.9	50.6	50.6	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	102	98.0	35.1	41.2	19.6	4.1	36.1	36.1	62.2
	2008	88	98.9	29.4	48.2	18.8	3.5	38.8	38.8	67.2

Abbreviations for Missing Data